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ABSTRACT

In fall of 1989, the Community College of Aurora (CCA) (Colorado) started a program entitled "Integrating the Teaching of Ethics in the Community College Curriculum." Eighty-four faculty members participated in a seminar on the curricular integration of ethics. They then implemented an ethics focus in their courses, affecting approximately 1,700 students. Faculty participants believe that the integration of the teaching of ethics into their disciplines has: (1) promoted a heightened awareness of ethical issues; (2) promoted a sense of the classroom as a moral learning community and has fostered better interaction among students and instructors; (3) enabled instructors and students to better clarify their own values; and (4) empowered faculty and students to integrate, understand, and apply the practical as well as the theoretical aspects of their disciplines. The project has also enabled students to engage in more principled, moral reasoning. The curricular integration of ethics is now a permanent part of the college instructional repertoire. The project results were disseminated at a retreat attended by 20 colleges and universities. The success of the ethics project was due to support from the CCA administration and the Faculty Development Program. Appendices include answers to questions concerning the project. (YKH)

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ED 413 948

Integrating the Teaching of Ethics in the Community College Curriculum

Final Report:
Fund for the Improvement of Postsecondary Education Grant

C. David Lisman

Fund for the Improvement of Postsecondary Education

U.S. DEPARTMENT OF EDUCATION
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Cover Sheet

Grantee Organization: The Community College of Aurora

Grant Number: P116B91389

Project Dates: Starting Date: August 21, 1989
Ending Date: August 20, 1992
Number of Months: 36

Project Director: C. David Lisman
Coordinator, Philosophy Department
The Community College of Aurora
16000 Centretech Parkway
Aurora, CO 80011

FIPSE Program Officer: Sandra Newkirk

Grant Award:

Year 1	$ 51,516
Year 2	$ 55,272
Year 3	$ 68,316
Total	$175,104

Summary

The Community College of Aurora (CCA) Integrating the Teaching of Ethics in the Community College Curriculum project started in the fall of 1989. Eighty-four faculty members participated in the project in which they took a faculty seminar on the curricular integration of ethics and implemented an ethics focus in their courses, affecting approximately seventeen hundred students. The curricular integration of ethics has become a permanent part of the college instructional repertoire. The project has promoted a heightened awareness of the ethical life and ethical issues and fostered better interaction among students and instructors.

Executive Summary

A. Project Overview

The Community College of Aurora (CCA) Integrating the Teaching of Ethics in the Community College Curriculum project started in the fall of 1989. For the first semester, I conducted background research in ethics, made a site visit to St. Cloud State University in Minnesota, and wrote a working draft of a our *Participant's Handbook for Integrating Ethics into the Curriculum* that became the text for the ethics project. The first faculty seminar was offered to a group of sixteen faculty in January, 1990, between the fall and spring semesters, and the faculty participants implemented ethics into their courses during the spring semester, 1990. By the completion of the third year of the project eighty-four faculty members had participated in the project affecting approximately seventeen hundred students. The curricular integration of ethics has become a permanent part of the college instructional repertoire. The project has promoted a heightened awareness of the ethical life and ethical issues and fostered better interaction among students and instructors.

B. Purpose

The growing interest in interdisciplinary ethics has been fueled by recent, well publicized government and corporate abuses and from a realization that ethics, which has been taught in medicine and business for the past ten years, can and should be taught in other academic disciplines as well. The CCA Ethics program met this need by integrating the teaching of ethics across the entire curriculum at the Community College of Aurora.

The strong administrative support of the project was an essential ingredient to its success. Moreover, the inclusion of the ethics project in the CCA Faculty Development Program has ensured institutionalization of the project, and has encouraged faculty participation. Faculty pay increases are based, in part, on their participation in faculty development activities, such as the ethics project.

C. Background and Origins

The ethics project grew out of the Integrating Critical Thinking Skills project. In the spring of 1987, CCA received an $81,000. exemplary program grant from the Colorado Commission on Higher Education. This grant funded a project aimed at integrating the teaching of thinking into CCA course work. Seventy-five faculty members and staff received training in this project. This project produced such positive results that CCA provided funding for continuation of the program. Because of the success of this project, we sought funding through FIPSE to develop an ethics-across-the-curriculum project that would build upon the success of the Integrated Thinking Skills Project.

One of the interesting aspects of the ethics project was that the faculty development program was emerging at the same time as the FIPSE project was underway. In 1990 CCA Faculty Development Program was named a Program of Excellence by the State of Colorado. This prestigious award netted the college approximately $1 million over five years for faculty development. The Faculty Development Program is a comprehensive, non-traditional teacher training model that supports instruction in all disciplines, encourages faculty to use experiential, leaner-centered teaching methods, and promotes the acquisition of skills for lifelong learning, such as teamwork strategies, critical thinking and study skills. Virtually all faculty are involved at one time or another in the Program, because salary increases are linked to participation in it. The FIPSE ethics project was included as one of the Educational Topics and Issues offerings. These are year-long, in-depth projects that

allow faculty the time, training, and support to implement broader, longer-term innovations in their courses. I cannot emphasize too strongly how important the support of faculty development was for the success of the project.

D. Project Description

The project was managed by a Director and by a broadly-based ethics advisory committee. During the three years of the project, there were five faculty groups. Each group encompassed two semesters. In the first semester the participants took a faculty seminar in which they studied the nature of ethics and its application to their academic area. The goal of the faculty seminar was to provide the faculty with resources to help students gain a better understanding of ethical issues and to make more effective ethical decisions. In the second semester the participants implemented ethics in one of their courses. Following an orientation meeting, there were four, four-hour sessions covering the following topics: the nature of ethics, cultural and individual relativism, professional and occupational ethics and the teaching of ethics in the social and natural sciences and the humanities, and curricular models for integrating ethics into college courses.

E. Project Results

The project has used several assessment instruments, including faculty reports, the Defining Issues Test, a survey of students. The faculty participants believe that the integration of the teaching of ethics into their disciplines has had the following effects on both students and faculty:

- Promoted a heightened awareness of ethics and ethical issues.
- Promoted a sense of the classroom as a moral learning community and has fostered better interaction among students and instructors.
- Enabled instructors and students to better clarify their own values.
- Empowered faculty and students to integrate, understand, and apply the practical as well as the theoretical aspects of their disciplines.

The Defining Issues Test (DIT) is based on the work of the moral educator, Lawrence Kohlberg, who believed that as people mature, they progress to different levels or stages of moral growth. The P score, given below, represents the degree to which students are engaged in principled, moral thinking. The pre- and post- DIT tests were administered to students from all five faculty groups. Out of 530 students tested, there was an overall shift on the P score of 35.90 to 37.13.

Many of the faculty members participating in the project are continuing to implement ethics in other courses. Over fifty percent of the pervious ethics project participants teaching at CCA responded to a questionnaire concerning whether they were still implementing ethics into their courses. Only two said that they were not implementing ethics. Based on this response, I conclude that the curricular integration of ethics has become a permanent part of the instructor's repertoire.

The second evaluation instrument asked students to evaluate the extent to which integrating ethics into their courses had enriched their ethical understanding. This instrument indicates that a large percentage of students have a significantly increased understanding of ethical issues in society and in the related disciplines. In conclusion, it appears that integrating ethics into the curriculum is achieving the goals of the ethics project and is enabling more students to engage in principled, moral reasoning.

Dissemination Activities

In the spring of 1992, CCA received extra funds from FIPSE to host a retreat in which representatives from twenty colleges and universities came to learn about the CCA FIPSE project with the expectation that the attenders would at least consider doing a similar project at their respective colleges. The attenders were quite enthusiastic about the ethics-across-the-curriculum concept and a several have said they will attempt to implement such a project at their colleges.

In addition, CCA has received an American Association of Community Colleges Kellogg/Beacon award to work with six other community colleges to help them develop an interdisciplinary faculty development project that focuses on civic responsibility. Several faculty have given conference presentations about their participation in the ethics project. These are listed in the final report.

F. Summary and Conclusions

The FIPSE ethics project was a hugely successful project. This was due to support from the CCA administration and the Faculty Development Program. The project's success also was due to a community college faculty that was committed to excellence in teaching and a desire to create a positive classroom environment, including wanting to make their courses relevant to the lives of their students.

My ideas have changed somewhat as a result of doing the project, and this is reflected in our Beacon Civic Responsibility project. I have come to believe that the ethics-across-the-curriculum project is too diffuse, that is it is too much of a *shotgun* approach to ethics infusion. I have attempted to address this issue with the Beacon Project, which focuses on the ethical content of civic responsibility, and the participating faculty are directed to attempt to promote an understanding of the ethical dimension of civic responsibility in a discipline appropriate way. Second, I believe that to have the greatest impact on students, "learning" must be connected with "doing". Consequently, the Beacon project is exploring infusing *service learning* as a dimension of the project. Students will explore civic responsibility themes in their courses, and do field work in the community.

G. Appendices

The forms of assistance from FIPSE that were most helpful were the project directors meeting, and the site visit by the FIPSE Program Officer, the availability of the program officer to listen sympathetically to concerns and problems and offer excellent advise.

There are now quite a number of ethics-across-the-curriculum projects. I would encourage the FIPSE staff to insist that any new projects take advantage of the experience of these projects.

I believe that our CCA\Beacon project represents a particularly interesting direction. This project focuses on the ethical content of civic responsibility and then links this to service learning. This approach continues the curricular integration of ethics, but with a focus on developing a sense of commitment to the public good and provides a curricular framework for ensuring that service learning is carried out in a way that is connecting with the curriculum.

Body of Report

A. Project Overview

The Community College of Aurora (CCA) Integrating the Teaching of Ethics in the Community College Curriculum project started in the fall of 1989. For the first semester, I conducted background research in ethics, planned the upcoming faculty seminar, and made a site visit to St. Cloud State University in Minnesota. There I met with David Carr, the former project director of Responsibility in Professional Life FIPSE Project and learned about his project. I then wrote a working draft of a our *Participant's Handbook for Integrating Ethics into the Curriculum* that became the text for the ethics project. The first faculty seminar was offered to a group of sixteen faculty in January, 1990, between the fall and spring semesters, and the faculty participants implemented ethics into their courses during the spring semester, 1990. By the completion of the third year of the project eighty-four faculty members had participated in the project affecting approximately seventeen hundred students. The curricular integration of ethics has become a permanent part of the college instructional repertoire. The project has promoted a heightened awareness of the ethical life and ethical issues and fostered better interaction among students and instructors.

B. Purpose

The growing interest in interdisciplinary ethics has been fueled by recent, well publicized government and corporate abuses and from a realization that ethics, which has been taught in medicine and business for the past ten years, can and should be taught in other academic disciplines as well. The CCA Ethics program met this need by integrating the teaching of ethics across the entire curriculum at the Community College of Aurora. Initially,

I envisioned the project to accomplish two objectives in relation to the students. In the first place, I expected the infusion of ethics into the courses to serve the purpose of reminding students of the importance of the moral point of view, that is, considering what is in the best interests of all concerned in making practical decisions instead of acting exclusively in terms of one's immediate self-interest. Second, I hoped that the students would gain some sophistication in moral reasoning.

It has been difficult to obtain measurable data on the success of these objectives. However, based on my conversation with students, faculty participants, and my own classroom observations, I have concluded that the second objective was overly ambitious. The degree of sophistication in moral reasoning that students achieve is dependent on the extent to which the instructor spends time on ethics discussion. The amount of time spent on this task varies considerably from class to class. Some faculty, for a variety of reasons, do not spend a great deal of time on ethics discussions. Nevertheless, even in courses where there was an abbreviated presentation of ethical issues, positive effects were achieved. These effects are discussed in **Project Results**. However, the first objective has been obtained. That is, the students who have taken courses in which ethical issues were presented seem to have a better understanding of the nature of the ethical life and how it differs from egoism.

I encountered no administrative difficulties in our project. I can say, however, that the strong administrative support of the project was an essential ingredient to its success. The inclusion of the ethics project in the CCA Faculty Development Program has ensured institutionalization of the project, and has encouraged faculty participation. Faculty pay increases are based, in part, on their participation in faculty development activities, such as

the ethics project. The only problem that the Faculty Development Program presented was that a number of the part-time faculty participated in other faculty development projects while they were in the ethics project. This spread them out too thinly. Were I to do it over, I would not allow faculty members to participate in any other faculty development activity while doing the ethics project.

One suggestive indication of the correlation of faculty development to the ethics project was that faculty members in the ethics project, who had done other basic faculty development activities seemed to have more positive effects as measured by the Defining Issues test. These faculty members, had taken faculty development workshops on student directed approaches to teaching, critical thinking skills, and group learning.

C. Background and Origins

The ethics project grew out of the Integrating Critical Thinking Skills project. In the spring of 1987, CCA received a $81,000 exemplary program grant from the Colorado Commission on Higher Education. This grant funded a project aimed at integrating the teaching of thinking into CCA course work. Seventy-five faculty members and staff received training in this project. Because of the success of this project, CCA sought funding through FIPSE to develop an ethics-across-the-curriculum project that would build upon the Integrated Thinking Skills Project. I was selected to write and direct the grant because I was a philosophy instructor who taught ethics and held a PhD in Educational Policy Studies and taught courses on educational ethics to pre-service students in the University of Colorado-Denver Graduate School of Education and to public school teachers through the University of Northern Colorado.

One of the interesting aspects of the ethics project was that the faculty development program was emerging at the same time as the FIPSE project was getting underway. In 1990 CCA Faculty Development Program was named a Program of Excellence by the State of Colorado. This prestigious award netted the college approximately $1 million over five years for faculty development. The Faculty Development Program is a comprehensive, non-traditional teacher training model. It supports instruction in all disciplines, encourages faculty to use experiential, leaner-centered teaching methods, and promotes the acquisition of skills for lifelong learning, such as teamwork strategies, critical thinking and study skills. The Program is developmentally based; that is, it is built around the assumption that teachers in different "phases' or at different "stages" in their teaching practice have different needs and concerns. The faculty development workshops are sequenced from those required for new faculty members to year-long projects. Virtually all faculty are involved at one time or another in the program, because salary increases are linked to participation in it, a vivid illustration of the institution's investment, both in terms of financial and human resources. Educational Topics and Issues, are year-long, in-depth projects that allow faculty the time, training, and support to implement broader, longer-term innovations in their courses. The FIPSE ethics project was included as one of the Educational Topics and Issues offerings.

Because I had strong support from the faculty development director and her successor throughout the three years of the project, coordination of the two activities went exceptionally smoothly. I cannot emphasize enough how important the support of faculty development was for the success of the project. At every point where I discovered I had under-budgeted or needed extra funding for a new initiative, faculty development provided

me with financial support. For example, after we were underway with our first faculty group, I realized that I should hold a mid-semester meeting with the faculty participants while they were implementing ethics. Faculty development provided me with the refreshments and other funds for compensating the first group. The mid-semester meeting subsequently became an expectation for the remaining groups. We invited ethics project faculty alumni to the mid-semester meeting. Faculty development compensated the alumni for attending that meeting. This was an outstanding supplement to the project. At the mid-semester meeting I would have the new ethics faculty meeting with the alumni to brainstorm problems and solutions. The alumni were an excellent resource for the new faculty participants, and at the same time, this motivated the alumni to continue implementing ethics in their courses.

D. Project Description

A total of eighty-four faculty members participated in the project. During the three years of the project, there were five faculty groups. Each group encompassed two semesters. In the first semester the participants took a faculty seminar in which they studied the nature of ethics and its application to their academic area. The goal of the faculty seminar was to provide the faculty with resources to help students gain a better understanding of ethical issues and to make more effective ethical decisions. In the second semester the participants implemented ethics in one of their courses. Following an orientation meeting, there were four, four-hour sessions covering the following topics:

- The nature of ethics, identifying ethical situations, the role of moral principles in ethical reasoning.

▸ Cultural and individual relativism, dealing with moral dilemmas, educational ethics, and business ethics.

▸ Professional and occupational ethics, and the teaching of ethics in the social and natural sciences, and the humanities. The goal of this session was to enable the participants to understand some of the important ethical assumptions, implications, and problems associated with these disciplines. Special emphasis was given to how the participants might infuse the teaching of ethics into their course work.

▸ Small group presentations of the curricular integration of ethics. The faculty participants worked in groups representing one of the above three disciplines, having as their task to provide a group presentation in the plenary session of a case study that related to one of these disciplines.

The faculty have integrated the teaching of ethics into classes in the following disciplines:

Anthropology	Math
Accounting	Music
Business	Paralegal
Communications/Speech	Philosophy
Computer	Political Science
Criminal Justice	Psychology
Early Childhood	Science
Economics	Sociology
English	Victim Assistance
History	Insurance

The project was managed by a director and by a broadly-based ethics advisory committee. The committee is composed of a representative from Student Services, two part-time faculty members, two full-time faculty members, the Director of Faculty Development,

and the Assistant to the President. The committee has was invaluable, providing strong encouragement and support and offering a great deal of constructive advice.

E. Project Results

1. Impact on the Faculty

As one evaluation of the project, faculty members were asked to provide a year-end report, including a summary of how they implemented the teaching of ethics into their courses. These are included in the *Ethics Resource Handbook*. Several themes emerged in the faculty assessments. The faculty participants believe that the integration of the teaching of ethics into their disciplines has had the following effects on both students and faculty:

- Promoted a heightened awareness of ethics and ethical issues.
- Promoted a sense of the classroom as a moral learning community and has fostered better interaction among students and instructors.
- Enabled instructors and students to better clarify their own values.
- Empowered faculty and students to integrate, understand, and apply the practical as well as the theoretical aspects of their disciplines.

Many of the faculty members participating in the project are continuing to implement ethics in other courses. Over fifty percent of the pervious ethics project participants still teaching at CCA responded to a questionnaire concerning whether they were still implementing ethics into their courses. Out of forty responses only two said that they were not implementing ethics. Half said that they were now implementing ethics in a different way from the ethics project. Based on this response, I conclude that the curricular integration of ethics has become a permanent part of the instructor's repertoire.

2. **Impact on Students**

The project has used several assessment instruments, including the Defining Issues Test, a survey of students, and faculty reports. Assessment results include the following:

The Defining Issues Test

The Defining Issues Test (DIT) is based on the work of the moral educator, Lawrence Kohlberg, who believed that as people mature, they progress to different levels or stages of moral growth. The most elementary stage is that of being primarily self-regarding, and the highest stage is that of being morally principled. The P score, given below, represents the degree to which students are engaged in principled, moral thinking.

CCA has administered the DIT to students in all five faculty groups. The students were given a pre-DIT test at the beginning of the semester and a post-DIT test at the end of the semester. Below is a summary of the DIT results. Out of 530 students tested, there was an overall shift on the P score of 35.90 to 37.13. The DIT results indicate that the curriculum is having a strong, favorable impact on students' capacity for principled, moral thinking. I would not recommend the use of the DIT as extensively as we did. There were many student complaints about the use of these tests, and because of the complaints the faculty did not feel comfortable administering this instrument.

Totals By Subject / Group DIT SCORES

Community College of Aurora

	Subject/Group	n	Mean	SD	% Rej	n	Mean	SD	% Rej	p-value	Diff
H	Humanities	170	34.46	12.19	38%	111	36.37	12.72	43%	0.1040	1.91
S	Sciences	196	37.65	12.77	40%	159	38.62	12.27	39%	0.2347	0.98
O	Occupational	164	35.31	12.25	43%	133	35.98	12.37	39%	0.3205	0.67
1	Group 1	131	34.96	12.90	41%	100	37.23	13.29	38%	0.0961	2.26
2	Group 2	119	37.03	14.10	41%	81	38.92	12.67	46%	0.1669	1.89
3	Group 3	103	35.43	11.66	40%	89	36.88	11.58	36%	0.1949	1.45
4	Group 4	69	36.36	11.44	43%	61	36.87	13.39	37%	0.4076	0.51
5	Group 5	108	35.94	11.35	33%	72	35.51	11.18	36%	0.4012	-0.43
GT	Grand Total	530	35.90	12.43	40%	403	37.13	12.40	39%	0.0671	1.23

Student Evaluation

The second evaluation instrument asked students to evaluate the extent to which integrating ethics into their courses had enriched their ethical understanding. This instrument indicates that a large

percentage of students have a significantly increased understanding of ethical issues in society and in the related disciplines.

Summary of the first three groups representing 262 students:

- To the question, "Do you have a better understanding of ethical issues in society?", 97% of the students responded positively.
- To the question, "Do you have a better understanding of some of the ethical issues that pertain to this course?", 95% of the students responded positively.
- To the question, "Do you have a better understanding of what an ethical dilemma is?", 92% of the students responded positively.
- To the question, "Do you have a better understanding of how to resolve ethical dilemmas?", 98% of the students responded positively.
- Finally, 66% of the students reported that having participated in a course that integrated ethics resulted in their being more aware of ethical issues in their other courses.

Evaluation Results from the Student Evaluation form from Faculty Groups Four and Five, representing 150 students.

- Do you have a better understanding of what it means to be ethical? Group four, 73.2 % agreed. Group five, 67.4 %.
- Do you have a better understanding of some ethical issues that pertain to their courses? Group four, 81.9 % agreed. Group five, 70.9 % agreed.
- Do you have a better understanding of ethical issues in society? Group four, 72.3 % agreed. Group five, 65.2 % agreed.

- Do you have a better understanding of what an ethical dilemma is? Group four, 79.1 % agreed. Group five, 73.3%
- Have you gained practice in making ethical decisions in your class? Group four, 80.2 % agreed, Group five 54.3 % agreed.
- Do you have a better understanding of how to make an ethical decision? Group four, 73 % agreed. Group five, 63 % agreed.
- Was learning some of the course material necessary in order to resolve ethical dilemmas? Group four, 57.3 % agreed 32.6% agreed.
- Studying ethical issues made the course more interesting. Group four, 76.1% agreed, Group five, 50 % agreed.

We can say that a large majority of students from all five groups of faculty implementation responded very positively around the areas of concern indicated above. I would like to emphasize that some of these effects had not been anticipated. In the first place, ethics discussion has seemed to promote a greater sense of community in the classroom. As the students wrestle with important ethical dilemmas and case studies, they feel empowered as learners and come to realize that they can engage in reasoned arguments with their fellow students in a way that is compatible with respect for differences. Finally, in course after course, the students have found *new relevance* in much of their academic material. They have found that discussing discipline appropriate ethical issues has made their courses more relevant. They realize that studying ethical issues requires mastering some of their course material and that ethical issues are at the heart of some of that material.

There is substantial evidence that the CCA ethics project is having a significant impact on students. Students demonstrate an increased understanding of ethical issues in society and in their

disciplines. They exhibit an ability to identify ethical issues and dilemmas; and, if they are not sure how to resolve the dilemmas, they at least have an increased understanding of how to analyze ethical problems. Finally, the students have demonstrated increased skills as critical thinkers with increased ability to make principled, moral decisions.

3. **Dissemination Activates**

In the spring of 1992, CCA received extra funds from FIPSE to host a retreat in which representatives from twenty colleges and universities came to learn about the CCA FIPSE project with the expectation that the attenders would at least consider doing a similar project at their respective colleges. The retreat was held from March 13-15. There were a series of sessions in which the project director presented an overview of the project and four participants in the CCA ethics project did presentations on how they implemented ethics in their classes. There was also a panel discussion in which other CCA faculty participants discussed their endeavors. Finally, the attenders got some experience in attempting to implement ethics through various role playing activates.

The retreat was a great success! The attenders were quite enthusiastic about the ethics-across-the-curriculum concept and a several have said they will attempt to implement such a project at their colleges.

In addition, CCA has received an American Association of Community Colleges Kellogg/Beacon award to work with six other community colleges to help them develop an interdisciplinary faculty development project that focuses on civic responsibility. This project involves three phases. In phase one, fifteen CCA faculty members from the previous FIPSE ethics project will take a twelve hour seminar later this fall semester in which they will study civic responsibility issues. During the spring semester these faculty will each integrate the theme of civic responsibility in one of their courses during the spring

semester. In phase two, during late spring, leaders from six Associate Colleges will come to CCA to learn about the CCA project and receive assistance in developing their own interdisciplinary faculty development project that focuses on civic responsibility. In phase three the Beacon project director and selected faculty members from CCA will travel to the campuses of the six Beacon Associate colleges to provide support and follow up of the Associate colleges implementation activities. During the summer of 1993 the Beacon Associate College leaders will return to Colorado to participate in a special focus on ethics and civic responsibility at CCA's International Faculty Development Conference in Vail.

Presentations by Faculty

Wayne Gilbert: "Guerilla Pedagogy" (developed as an ethics and literature classroom activity)

- Two times at CCA Faculty Development workshops
- National Institute for Staff and Organizational Development International Conference on Teaching Excellence, Austin, Texas, May 20, 1991
- The State Conference of the California Community College League
- Chaffee College Faculty Development Conference, California
- International Faculty Development Conference, Vail, 1991
- Devry Institute of Technology-Atlanta, Georgia
- As a result of Wayne's performance at the California Community College League last year, he has been invited to be a keynote presenter at the California State Conference for Community College Faculty, under the title "Guerilla Pedagogy."

Donna Barr:

- Taught a fifteen hour workshop on ethical dilemmas faced by legal assistants, 10/20/92, at a conference for legal assistants, sponsored by Continuing Education Services.

- Provided materials and served as a consultant to panel discussions on teaching ethics in paralegal programs sponsored by American Association for Paralegal Education, 10/24/92

Project Director Dissemination Activities

David Lisman

The project directed engaged in the following dissemination and supporting activities:

- Chair, concurrent session, "The Morality of Niceness: Why Educators Have a Duty to Go Beyond Their Obligations," Philosophy of Education Society annual conference, March, 1992.
- Conducted a workshop, "The Ethics of Caring, "Faculty Development Workshop, Community Colorado of Aurora, March, 1992.
- Organized and presented at a FIPSE sponsored retreat attended by eighteen faculty members and administrators from across the United States to learn about the CCA ethics project, March 13-15, 1992.
- Presentation "Multicultural Ethical Relativism: A Critique," Third Annual National Conference on Ethics, California State University, Long Beach, February, 1992.
- Conducted a workshop, "Ethics in the Workplace," Lowry Air Force Base, Aurora, Colorado, December 1991.
- Panelist, Grand Rounds panel discussion on a right to life ethical dilemma, Aurora Presbyterian Hospital, Aurora CO, December 1991.

- Presentation "A Faculty Development Program for Promoting the Moral Growth of Students: Integrating Ethics into the Curriculum," American Moral Education Conference, University of Georgia, Athens, Georgia, November 1991.
- Chair, Panel Discussion on Multiculturalism, FIPSE annual project director's meeting, Washington D.C., October, 1991.
- Presentation, "The Need for Ethics among Community Leaders," Leadership Aurora retreat, Aurora Chamber of Commerce, Copper Mountain, Colorado, September, 1991.
- Facilitator, International Faculty Development Conference, Community College of Aurora, Vail Colorado, 1991. Participated in a faculty development presentation about CCA's program, including the FIPSE ethics project.
- Workshop, "Work place Ethics," Aurora Municipal Employees, Aurora, Colorado, May 1991.
- Presentations, "The Right to Die issue," local United Church of Christ churches-Arvada First United Church, Columbine United Church, and Ridge Road United Church of Christ, Winter-Spring, 1991.
- Presentation (with Jim Weedin) "Ethics across the Curriculum: the General Program and Focus on Science," National Institute for Staff and Organizational Development International Conference on Teaching Excellence, Austin, Texas, May 20, 1991
- Presentation "A Faculty Development Program for Promoting the Moral Growth of Students: Integrating Ethics into the Curriculum," Second Annual National Conference on Ethics, California State University, Long Beach, January 1991.

- Paper, "The Ethical: Socialization, Social Critique, and the Community," American Educational Studies Association, 1990.
- Member Ethics Committee, Aurora Presbyterian Hospital, 1990-.
- Ethics committees, Rocky Mountain United Church of Christ, 1988-90. These committees culminated in the adoption of medical ethics resolutions on New Birth Technologies" and "the right to die," adopted by the Rocky Mountain Conference, United Church of Christ. The "right to die" resolution was adopted by the United Church of Christ Synod (the national church organization), July, 1991.
- Published "*The Moral Dimensions of Teaching*: *A Critical Review*," *Educational Theory*, 141: 2, 1991.
- Published a "Critical Review of Kenneth A. Strike's *Liberal Justice and the Marxist Critique of Education: A Study of Conflicting Research Programs, Studies in Philosophy and Education*, 41:2, 1991.

4. **Future Continuation and Dissemination**

As I have indicated, a large number of CCA faculty participants in the ethics project are continuing to integrate ethics into their courses. Also, as I have indicated CCA will continue to have an impact on the Beacon Associate Colleges.

F. Summary and Conclusions

The FIPSE ethics project by all standards of measurements was a hugely successful project. This was due to support from the CCA administration and the Faculty Development Program. Perhaps more important, the success was due to a community college faculty that was committed to excellence in

teaching and a desire to create a positive classroom environment, including wanting to make their courses relevant to the lives of their students.

My ideas have changed somewhat as a result of doing the project, and this is reflected in our Beacon Civic Responsibility project. I have come to believe that the ethics-across-the-curriculum project is too diffuse, that is it is too much of a *shotgun* approach to ethics infusion. I have attempted to address this issue with the Beacon Project. This project focuses on the ***ethical content of civic responsibility***, and the participating faculty are directed to attempt to promote an understanding of the ethical dimension of civic responsibility in a discipline appropriate way. Second, I believe that to have the greatest impact on students, "learning" must be connected with "doing". Consequently, the Beacon project is exploring infusing *service learning* as a dimension of the project. Students will explore civic responsibility themes in their courses, and do field work in the community.

G. Appendices

1. What forms of assistance from FIPSE were helpful?

The project directors meeting, and the site visit by the FIPSE Program Officer, the availability of the program officer to listen sympathetically to concerns and problems and offer excellent advise. I thought that Sandra Newkirk was an outstanding Program Officer. She is intelligent and insightful and always was responsive to my needs.

One of the interesting developments was when FIPSE informed us that there were extra funds for project enhancements. This enabled CCA to have its ethics retreat. The retreat included representatives from the prospective Beacon Associate Colleges. This inclusion demonstrated CCA's strong commitment to the Beacon project and was partly responsible for CCA receiving the AAC Beacon Award.

2. What should the FIPSE staff consider in reviewing future proposals in my area of interest? There are now quite a number of ethics-across-the-curriculum projects. I would encourage the FIPSE staff to insist that any new projects take advantage of the experience of these projects.

3. What are emerging new directions?

I believe that our CCA\Beacon project represents a particularly interesting direction. This project focuses on the ethical content of civic responsibility and then links this to service learning. This approach continues the curricular integration of ethics, but with a focus on developing a sense of commitment to the public good and provides a curricular framework for ensuring that service learning is carried out in a way that is connecting with the curriculum.